THE CAMPUS

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On Strike: Middlebury Joins The Movement

BY STEVE EARLY

Students and faculty members at Middlebury joined thousands of others on campuses across the country in the national strike against the war in Southeast Asia, university complicity with the military, and repression of political dissent.

The strike here began early on the morning of May 5 when several students circulated a petition protesting the killing of the four Kent State sudents by National Guardsmen and the U. S. invasion of Cambodia on April 30. Within several hours hundreds of signatures had been collected.

Response to Kent State

While the call for a national strike originated in New Haven the weekend of the Panther-support demonstration at Yale the movement at Middlebury was largely a response to the Kent State deaths and, more indirectly, to President Nixon's Cambodian decision.

The College Council responded to the petition activity on Tuesday morning by holding a special noon meeting. After extended debate over the propriety of an academic community going on strike, the Council unanimously adopted the following resolution:

WHEREAS our nation is in a state of crisis precipitated by the expansion of the war in Southeast Aisa and by the deaths of four Kent State University students, and WHEREAS we are in a state of personal and community distress

Be it resolved,

that the Middlebury College Community shall suspend normal activities until Monday, May 11, 1970.

First, for the purpose of

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At the top, students gather outside Willard Hall the first day of the strike to await the outcome of a faculty meeting. Above right, strike committee member Skip Green testifies before the College Council and President James I. Armstrong. Right, strike leader Bob Metzger exhorts the masses while below, Recitation Hall suffers serious damage from a fire set by an arsonist.

Photos by Atwater

Scenes of the Strike: For five days Middlebury was a center of intensive political activity as students and faculty joined the national movement against the war in Southeast Asia.

On Strike: Middlebury Joins The Movement

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striking against the expansion of the war in Southeast Asia;

Second, for the purpose of mourning the deaths of the four Kent State University students; and

Third, for the re-examination of our collective and individual directions and purposes.

We recognize the right of individuals to teach and learn according to the dictates of their consciences without being subject to communal criticism or penalty.

The Faculty, meeting later in the afternoon, adopted the College Council resolution and approved the five day suspension of normal activities by a vote of 70 to 11, with four abstentions.

Following the faculty meeting, a memorial service in Mead Chapel was held for the four Kent State students. Attended by an overflow crowd, the service was conducted by Chaplain Charles Scott who called the deaths of the students "the tragedy of our time." Scott urged members of the college community to send their personal condolences to the parents of the slain students.

Armstrong Signs Letter

Also speaking at the service was President James I. Armstrong who announced that he had earlier joined 34 other college and university presidents in sending a letter to President Nixon which called for an end to the war.

The letter, drafted by New York University President James Hester, said that "the American invasion of Cambodia" and the temporary resumption of the bombing of North Vietnam had generated "severe and widespread apprehensions on our campuses."

"We share these apprehensions," the letter said, adding:

We implore you to consider the incalculable dangers of an unprecedented alienation of Americ's youth and to take immediate action to demonstrate your determination to end the war quickly."

The signers also "urgently" requested a meeting with Nixon — a request the Nixon Administration moved to honor last week as it frantically attempted to improve its relations wih the academic community.

The memorial service was followed by a rally in the Chapel, addressed by Dean of the College Dennis O'Brien, History Professor Nicholas Clifford, and a number of students.

Student Speakers

Student strike leader Bob Metzger discussed the kind of activities that members of the college community could engage in during the strike period including campus workshops, leafletting, letter-writing, local canvassing, and involvement in the Hoff and Hayes campaigns.

Dean O'Brien spoke in a very personal vein of his feeling that suspending classes was a bit "like suspending life."

Professor Clifford talked briefly about the recent background to the Cambodian situation and U. S. policy towards that country. Campus Editor Steve Early spoke out against the war and called for renewed opposition to the ROTC program.

Other student speakers included Tony Shaw, who won applause for this warnings about "steering-committees' & street demonstrations, and Barry Sullivan who called for the cancellation of commencement ceremonies as a more effective act of protest.

Arnold McKinney and Marcis Jones, speaking for the Black Student for Mutual Understanding, reminded the rally that one of the demands of the national strike movement involved the freeing of Black Panther "political prisoners" and an end to political repression. They suggested that the violent deaths at Kent State should be considered in the context of the far greater violence of ghetto life and other specific acts of violence directed against black students.

On Wednesday another Chapel rally was held and this time the keynote speaker was Lieutenant Governor Thomas Hayes, an active candidate in the gubernatorial race. Hayes, acting as Governor in the absence of vacationing Deane C. Davis, used the occasion to announce that he was declaring Thursday a day of mourning for the Vietnam War dead and the students killed at Kent State.

Hayes also scheduled a special memorial service for Saturday, May 9, and urged students to come to Montpelier to attend. The service was later cancelled in the wake of the controversy over Hayes' order that the flag at the State Capitol be lowered to half-staff as par of the memorial observance. Hayes received hreatening phone calls and the possibility of violence led him to cancel the service.

The Lieutenant Governor was followed at the rally by several student and faculty speakers, including ROTC cadet Bill Everett. Everett defended on-campus ROTC and denounced anarchy, tyranny, ideology, civil disobedience, and the decline of individualism.

Philosophy Professor Eugene Sapadin made a strong appeal for greater student involvement in electoral politics, particularly the Hoff and Hayes campaigns in Vermont. Bob Metzger announced that student canvassing of the Middlebury area was to proceed the next day.

The canvassing plans, other strike activities, and indeed the whole atmosphere of the campus, were all drastically affected by the fire that destroyed much of Recitation Hall early Thursday morning. According to police the wooden frame building, valued at $25,000, was the target of an arsonist.

It was not known whether it was a student or someone from off campus who was responsible for the fire. But the repercussions were evident. Middlebury residents, already disturbed by media accounts of the growing wave of national anti-war protests and campus disorders, were further alarmed when disruption and destruction struck close to home.

President Armstrong called an emergency meeting of the college community Thursday morning and insisted that the fire would not deter the College from its course or diminish the "great outpouring of goodwill" that had marked the previous two days. Members of the newly formed strike-committee issued a statement condemning the act of arson as "wanton, irrational, and manifestly apolitical."

But many persons in town saw the strike and the flurry of anti-war activity on campus as did the Addison Independent. The headlines of the Independent's Thursday edition reported: "Midd College in 'Suspension' In Wake of Bitter Protests." The protests of course, were hardly bitter — as was suggest-

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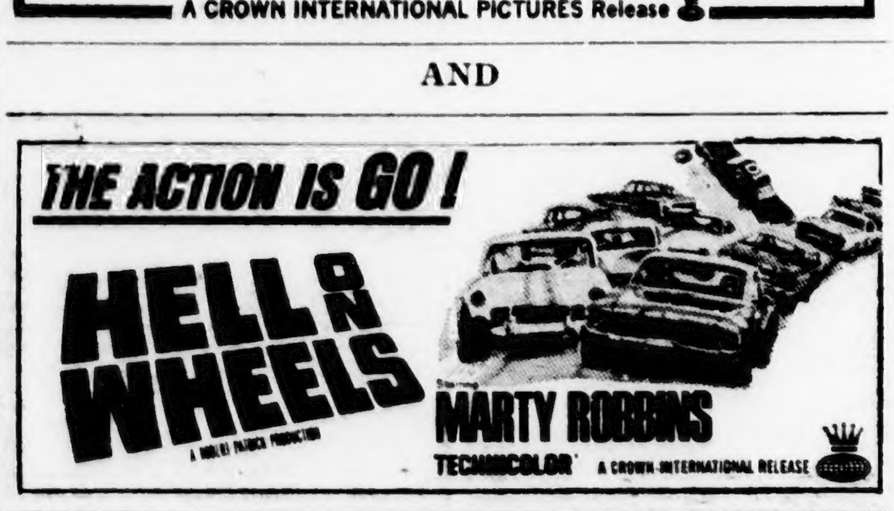

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On Strike . . .

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ed in the Independent's description of the demise of Recitation Hall.

"The fire burned about two hours and was strikingly similar to the student protest. It was not a violent fire, but laby, thoroughly effective."

The unfavorable reaction of the townspeople was clearly reflected in the Independent's coverage though, and, after consulting with Middlebury Town Manager David Crawford, strike organizers decided to cancel all local canvassing planned for the day.

At the college-wide meeting called by President Armstrong to consider the fire and its consequences, students Fred Shepardson and Andy Weinstein and History Professor William Catton all mourned the loss of Recitation Hall yet commended the spirit in which the strike had proceeded and urged that it continue until Monday as planned.

President Armstrong in his remarks, however, raised the possibility that the fire and the danger of further violence might necessitate a resumption of normal activities on Friday. He cited the "real danger" of continuing in "extraordinary sessession." — his euphemism for the strike — and left it up to the College Council and the Faculty to decide what further action should be taken.

After conferring with students and faculty at three separate meetings around the campus, members of the Council met later in the day at an open meeting in the chapel. The Council voted to reaffirm the Faculty's original decision to suspend normal activities until Monday. Taking note of the fact that some students favored extension of the strike and an indefinite suspension of normal functions, the Council decided to defer until Friday discussion of this alternative.

Drama Professor Bart Teush, director of "Alice," a play being presented in Wright Theatre during the strike period, spoke at the College Council meeting to inform the assembled crowd that someone had defaced the set in Wright Theatre by painting the word "scab" on it.

News of this further act of vandalism was greeted with shock and dismay and plans were made to organize student-faculty volunteers into nighttime patrols to protect campus buildings. The patrols continued into the next week and ROTC offices in the Alumni and Placement Building were heavily guarded.

Thursday afternoon, Democratic candidate for Senator Phil Hoff, former Governor of Vermont, spoke as scheduled to a large crowd in Mead Chapel. Meanwhile, members of the loosely organized, ad hoc student-faculty group known as the "strike committee" were busy discussing various ways of extending the strike at Middlebury, alligning the College with the goals of the national movement and organizing more efficiently the efforts of the hundreds of students who daily crowded into the strike headquarters in Proctor Hall.

The activities of the strike were at this time a confusing array of meetings, informational workshops, planning sessions and projects ranging from local canvassing, and political campaigning to anti-draft work and the New Mobilization's Washington demonstration.

Matters were confused even more by the heavy and often conflicting flow of leaflets, petitions, and notices that came out of Proctor Hall. (An estimated 60,000 sheets of paper went through the mimeograph machines during the five-day strike period.)

In an attempt to clarify the strike's political line and determine the extent of student support for its national goals, the strike committee devoted Thursday night to the preparation of what was thought to be a final petition.

Drawn up at a meeting of 100 students after extended debate over the wording, this document called for an end to American military involvement in Asia, an end to the repression of political dissent and political prisoners, and an end to university complicity with the military.

The petition, which was eventually signed by over 700 students, did not end the uncertainty about the strike and about whether Middlebury would continue to support it beyond the date set by the Faculty for a return to classes.

A rally was held Friday morning for the purpose of explaining the petition and the strike committee position. President Armstrong and Professor Clifford, on behalf of the Faculty Council, both spoke against further suspension of normal activities while English Professor William Kerrigan supported the extension of the strike beyond Monday. The rally soon dissolved into a disorganized and premature debate over the issues involved in both positions.

Members of the strike committee retreated to Proctor Hall where an ad-hoc student-faculty committee (composed of Robert Pack, Skip Green, Barton Parks, Robert Metzger, William Kerrigan, Andy Weinstein, Victor Nuovo, and Clara Johnson) drew up a compromise proposal designed "to present the issues of the earlier student petition in such a way that the themes of both the national movement and the restoration of academic activities could be balanced."

The resolution, as it was later endorsed by the College Coun-

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The Campus

Opinions expressed on the editorial page do not necessarily reflect the official position of the College. Signed columns, letters and articles are the responsibility of the writer.

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Steve Early, Editor-in-Chief

Nixon vs. History: The Bloodbath Theory

One of the major objections to any unilateral military withdrawal from Vietnam has been the fear that such action would result in a Communist victory and the massacre of all those South Vietnamese who have sided with the U. S. and the Saignon government. In the following column from the May 12 New York Times, Tom Wicker analyzes President Nixon's repeated distortion of recent Vietnamese history and his attempt to use the fear of a "bloodbath" to win support for his Vietnamization policy:

In his televised address on the war last Nov. 3, President Nixon declared that a "precipitate American withdrawal from South Vietnam would inevitably allow the Communists to repeat the massacres which followed their takeover "fifteen years before. "They then murdered more than 50,000 people and hundreds of thousands more died in slave labor camps."

In his speech of April 30, when he announced the invasion of Cambodia, Mr. Nixon again adduced the bloodbath story to support his action. Part of what he called "the easy political path," he said, would be "to desert 18 million South Vietnamese people, who have put their trust in us, and to expose them to the slaughter and savagery which the leaders of North Vietnam inflicted on hundreds of thousands of North Vietnamese who chose freedom when the Communists took over North Vietnam in 1954."

Then, under fire at his news conference on May 8, Mr. Nixon escalated. It as a "moot question" whether the war had been worthwhile,, he said, but "now that America is there if . . . we withdraw from Vietnam and allow the enemy to come into Vietnam and massacre the civilians there by the millions, as they would, if we do that, let me say that America is finished insofar as the peacekeeper in the Asian world is concerned."

Let us pass mercifully over the highly revealing remark about "the peacekeeper in the Asian world" to the question of the bloodbath. On each of Mr. Nixon's two earlier assertions of this historical hobgoblin, I wrote that the record disclosed no evidence that the record disclosed no evidence that such an atrocity had occurred. Prof. George McT. Kahin, Director of Cornell University's Southeast Asia program, used this space on December 6, 1969 to refute the President's Nov. 3 statement. Several magazine articles have gone into the matter in detail, as have numerous books each concluding there was no bloodbath in North Vietnam in 1954.

In fact, quite the opposite; the records of the International Control Commission disclose only nineteen complaints of political reprisals and only one involving murder in North Vietnam in the two years following the armistice; nor did the I. C. C. allege that its inquiries were in any way hampered by the Communist Government. But in South Vietnam, 214 complaints were lodged in the same period against the Diem Government, and when Ngo Dinh Diem in 1957 summarily barred the I. C. C. from any further investigation, 1,047 complaints were still pending against him. Moreover, the Diem Government itself reported 48,200 arrests of Communists from 1954 to 1960.

So the only events resembling mass political reprisal after the 1954 armistice occurred in the South, not the North. What did happen in North Vietnam was a harshly repressed peasant revolt in 1955 and 1956 against a severe land reform program. It had nothing to do with Ho Chi Minh's takeover. Mr. Kahin thinks perhaps 10,000 to 15,000 may have died.

As evidence for the likelihood of a bloodbath, Mr. Nixon also mentioned on Nov. 3 that the troops who captured the city of Hue during the 1968 Tet offensive may have "eliminated" as many as 3,000 South Vietnamese. But D. G. Porter and L. E. Ackland, writing in **The Christian Century** of Nov. 5, 1969 have reported their findings, after careful research, that most of those wicked executions took place in the heat of battle and as "the revenge of an army in retreat" and were not the deliberate policy of Hanoi.

So there are at least three things to be said about the bloodbath Mr. Nixon insists will take place if the Communist take over South Vietnam. To the extent Americans are led to believe in this specter, the President makes it harder to justify any end to that war that would appear to give the North Vienam opportunity for such massacre; that is, almost any compromise settlement.

The second is that, since there is no historical evidence to justify the bloodbath prediction, this is an emotionalism" or gument to match or exceed any of the "emotionalism" or "sentimentality" or "lack of realism" so often charged to war critics.

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Caring For The Mentally Ill At The Brandon Training School

By KARIN ABARBANEL and LEE FERRY

Brandon Training School, once known as "The Vermont State School for Feeble-Minded Children" was established in 1915 as Vermont's only state financed residential school for the mentally retarded.

The original enrollment of 42 patients increased rapidly and the school presently houses approximately 650 residents, and provides for the placement of about 265 individuals in working positions in communities throughout Vermont.

Admission to Brandon is based on evaluation of the applicant's functional level as determined by his behavior in the family and community. Psychological reports, records of agencies involved with the individual, medical examinations, and results of a social worker's visit are all considered in the diagnosis of a candidate's needs and in the preparation of each new resident's program. No candidate is accepted if the school feels that his own community can provide facilities which will ensure his fullest development.

The school was created for the purpose of developing "The dignity and talent of each individual." It is designed to allow each resident to achieve his optimum functional capacity through a variety of programs. Academic, self-care, work-training, wage placement, vocational rehabilitation, day placement, boarding home, foster home, sheltered workshop, pre-vocational training, recreation, religious, foster grandparents and volunteers.

The academic program which currently includes 130 students on a half-day basis, is similar to those of special classes in public school. The ungraded classes are grouped according to the functional level of students There are many more students who would benefit from participation in the academic program, as well as residents who should have a full-day program. The school is however, currently functioning at full capacity. Money for additional teachers could be obtained through the federal Title I program, but first funds for a place in which to conduct classes must be approved by the state legislature.

The Sheltered Workshop enables those who would not be able to hold a job in a competitive environment to use their skills productively. Workers are paid on a piecemeal basis, for work done on their sub-contract jobs. The remaining profit is turned back into a fund which supports the shop. Products include placemats, toys, hats, decorated plaques, toys and bathmats. One job involves packaging bags to be dispensed in laundromats.

Recreational activities are numerous and varied. Activities include team games, swimming, concerts, movie trips, picnics, skating, occasional skiing, dances, bus rides, Scouting, and rides in the school's miniature train. Special events, such as a Fourth of July parade and fireworks, are planned for holidays. In the summer many residents attend Camp Silver Towers, as well as travelling to the Rutland Fair. A talent show is produced every spring.

The Pre-Placement cottages serve as the first transitional step for the mildly retarded resident towards severing his ties with the school and moving into the community. Students living here are helped to develop vocational and social skills. Placed on rotating work jobs, in the school's laundry, kitchens or farm, they discover their interests and aptitudes.

The social maturation program aids them in learning to understand themselves and others, developing the ability to handle money, and in the adoption of proper social behavior. When a student is ready, a suitable job is found for him, and housing is obtained; one the individual has taken his place in the community, a vocational counselor maintains contact for as long as is necessary.

In the past twelve months about 30 residents have been placed in jobs. The cottages may also be used for retarded individuals who are learning to live away from home, but need not be institutionalized.

Volunteers at Brandon provide enrichment, and sources of human contact for the residents. DUO, a program established by a local high school in conjunction with Brandon, allows students to take a semester off in order to work five days a week as a volunteer. Activities may include walks, games, working on social skills, learning to count change or tell time, baking and guitar lessons and others, depending on the interests of the residents and ingenuity of the volunteer.

It is possible for those who cannot work weekly to go for a single night, visiting several dorms with a group program such as singing, story-telling, musical performances, puppet-shows or crafts. DUO Residents look forward to time with their volunteers.

When asked about possibilities for involvement of the college community with the Training School, the Assistant Superintendent, Mr. Handy, said students could raise money or come down regularly as volunteers.

He gave the latter top priority, saying, "We really don't want your money, we want your body. We want you to come here and make sure that you develop a relationship with one of our kids. This is of more value than the fund-raising that you can do."

The issue of financial assistance remains a crucial one for Brandon as a state supported institution. Insufficient staff and lack of facilities make the expansion of programs difficult. While some private organizations may charge fees of from $700 to $1200 per month. Brandon as a state agency receives its money only from the Vermont legislature.

The School must submit an annual budget to the legislature outlining its needs in priority form. These are divided in the budget into program priorities and staff position priorities. In the budget request most recently submitted first priority was given to the committed child care and the foster home programs.

The foster home program provides for the placement of young, mildly retarded children who should not remain in an institutional setting, in communities outside Brandon. The School pays the tuition for special education courses needed by these students. At this time 30 to 35 additional children cannot be placed in foster homes because

Lieutenant Governor Thomas Hayes spoke last Wednesday night in the Chapel.

Resnais Film

Hiroshima, Mon Amour is a film made in 1959. Previous to this ed on short subjects producing ies including **Van Gogh** (Acade and **Gaugin.** He is also the direc **bad** and of the powerful master man's struggle with the neces **Guerre Est Finie.** His **Hiroshim** the best and most humane anti

"The picture has been accla sand films in one": an atomic bo a Proustian exercise in recolle And Juliet." — TIME.

"Hiroshima may well turn o history of the film form." —

The film will be shown in 7:00 and 9:30, sponsored by the

of a lack of funds.

The second program priority is concerned with the basic repairs necessary to maintain the present Brandon buildings and facilities, while the third most important priority in this area is that of supplies needed for the continued operation of the school.

The top priorities at this time involve a request for state assistance to increase the teaching staff needed for the maintenance of federally funded recreation, physical therapy and sheltered workshop programs. Another important staffing position requested would provide the school with a personnel officer who might work to alleviate the serious problem of frequent staff turnover. The third staffing priority would provide funds for additional laundry workers and custodians.

The determination of financial priorities almost inevitably involves a conflict between "building care" and the expansion of programs of "child care." As Mr. Handy pointed out:

"It's very easy to have a philosophy, but very difficult to implement that philosophy on a practical basis because of all kinds of limitations, the main one being money. You can't get additional staff unless you get money appropriated by the legislature; you can't get your ad-

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John Martinuzzi and Andy Wentink as they appeared in last weekend's Drama Department production, "Alice," directed by Bart Teush.

LETTERS

Ruffled

To the Editor:

My feathers are ruffled, as the recent front-page article on Middlebury College in the **Wall Street Journal** suggested some people's might be. What kind of place is Middlebury, anyway? When I left there in 1964, better educated, but socially and politically inert, I had hoped that the college, which I respected so much academically, would somehow catch up with our concerned and so ally conscious times. From what I can get out of the WSJ article, it was a vain hope.

Mr. Neuberger, Middlebury's "keeper of the gate," as the article so quaintly puts it, is clearly out of touch with the times, at least as I see him. Apparently, he values much more highly the sweet, average, intellectually uninspired girl "who just walks in and you know you're talking to someone different" to the straight - A, high-scoring, highly recommended student. One wonders how Mr. Neuberger interpreted the recommendation for the former student which read "She'll do a lot more for you than you'll do for her." It seems to me that Middlebury is continuing to base its admissions policies, at least in part, on the outmoded vision that Ivy-type schools used to have. It seems also that this sort of image, with Middlebury as a would-be imitator, has turned out enough of these types; they currently rule the country and it's in a stinking mess.

As for his condescending remarks on the admission of black students, all I can say is that Middlebury is lucky it is lost up in the woods of Vermont, because with that kind of attitude it would have long ago experienced altercations that would have shaken it to its self-satisfied foundations if it were situated anywhere near an urban area. As for the pressure letting up on black admissions, one wonders where that kind of interpretation comes from. Perhaps it's from all the blacks in Vermont.

The kind of article that appeared in the WSJ might succeed in garnering more financial support for Middlebury from readers of that newspaper, but it does little in the way of making this alumna proud of her college.

Sally Williams Allen, '64
French Department
Wellesley College

Pig Pen

To the Editor:

The work of Green Up Day has come and gone, the rhetoric of Earth Day has been forgotten. But the "responsible, mature" Middlebury student continues to inhabit the face of the earth and Proctor terrace is still a pig pen.

Robert L. Baker
Russian Department

Don't Speed on Highways

n On Sat.

Alain Resnais' first feature his movie Resnais has work- award winning documentar- emy Award 1949), **Guernica** ctor of **Last Year At Marien-** work about a contemporary ssity for commitment, **La** na has been hailed as one of jwar movies ever made. imed in France as "a thou- orror movie, a pacifist tract, ction, a radioactive Romeo

ut to be a landmark in the N. Y. Herald Tribune. Dana, Saturday, May 16, at Theatre Workshop.

Atomic Energy Commission Staffer Answers Opponents Of Nuclear Power

To The Editor:

My son, John, who is a junior at Middlebury, sent me a copy of the article on Nuclear Power published in your April 16 issue, and suggested that I might like to comment on it. Since I have an obvious interest in seeing that students at Middlebury receive factual information on which to base their judgments, and since I have key responsibility for carrying out the research and development related to safety of nuclear reactors which is performed by the AEC, I would like to offer the following observations.

I am surprised that anyone interested, pro or con, in nuclear power would feel that the AEC or the Joint Committee on Atomic Energy is keeping things from them. The Joint Committee has always published for the public record the proceedings of its discussions with the AEC on all non-military aspects of atomic energy. Recently, public hearings were held on the effects of power production on the environment, and the proceedings from the first phase of these hearings are now available. In February the regular annual hearings which are open to the public were held on budgetary considerations for Fiscal Year 1971. This testimony, which discussed nuclear reactor power development extensively, will shortly be available to the public.

With respect to the approval for construction and operation of a plant like the Vernon reactor, the Regulartory proceedings are carried on in a "fish bowl," including a public hearing held near the proposed reactor site, with the public privileged to have access to all the judgments and the bases for them, and having the opportunity to intervene if they wish.

Far from "becoming the greatest polluters" of our environment, nuclear reactors offer the possibility of providing low cost electric power with a minimum of impact on the environment. For one thing, they will not pollute the air with the dangerous oxides of sulfur and nitrogen which are currently affecting power production capabilities in many parts of the U. S. While current designs of nuclear power plants inject more heat to the environment than do **modern** fossil fueled steam plants, they approximately match the efficiency of the **average** fossil fueled steam plants now in existence.

Nuclear power plants under intensive development for operation in the 1980's, and later, will match the advanced fossil fueled plants of that period. Even though extra heat is now added to the environment by nuclear power plants, means are available to accommodate it while meeting water quality standards imposed by local authorities. These means include cooling towers, cooling ponds and direct discharge to rivers and lakes where this can be done without exceeding local water quality standards.

As stated in the article, plants like the Vernon plant will discharge small quantities of radioactive materials to the environment. Experience with other similar reactors shows that it is reasonable to expect that the amount of radioactivity discharged by a plant of this type will be only a few percent of the current radiation protection standard. This standard would permit the reactor to discharge liquid and gaseous wastes in such quantities that people living near the site might receive 170 millirem of radiation per year, an amount approximately equivalent to the average natural background per year, or a few x-ray shots. Conservatisms in this model require that for gaseous effluents the persons receiving the radiation always be stationed downwind from the plant, in other words, they have to move around the site boundary in response to the vagaries of the wind, 24 hours per day, all year long.

For the liquid effluents, it would be necessary for them to take all water for their personal use for the entire year directly from the discharge pipe from the reactor prior to dilution in any existing aquatic diluent. Measurements around operating reactors of this type demonstrate that actual release concentrations are less than a few percent of the standard and can only be detected in the presence of the natural background by very sensitive instrumentation. This conservative approach assures that public safety can readily be maintained for such routine operational discharges.

Given sufficient space and time, the many half-truths and misconceptions in the article could be easily refuted on a technical basis. One particular comment should be made concerning the implication that nuclear power plants would be used to produce plutonium for warheads. The article states that the only significant use for plutonium is in nuclear warheads. This is simply not true, since the advanced reactors referred to previously will be fueled with plutonium. We believe that the supply of plutonium required to enable these advanced reactors to be integrated into the power producing systems at the time they will be urgently needed is well matched by the capability of the present and planned commercial reactors to produce it.

Another point worth mentioning is that the uranium fuel with which current reactors are fueled is owned by the utilities, as will be the plutonium produced in them. While the uncontrolled sale of such material will not be permitted, the Government will not own the plutonium so produced. Utilities in the nuclear business are counting on their potential plutoium as a resource for further power production in advanced reactors previously mentioned. Should the advanced reactors be delayed, utilities will re-cycle their plutonium to fuel current designs of reactors.

Andrew J. Pressesky
Ass't Director for Nuclear Safety
Division of Reactor Dev. and Technology
USAEC

Students gather in Proctor Hall last Tuesday morning to read of the Kent State killings.

Seniors Plan Changes In Commencement Program

By CIDDY ARING

Commencement Weekend will not proceed in the traditional manner this year. In a referendum drawn up by a Senior Commencement Committee the majority of seniors voted in favor of a proposal to modify the traditional Graduation Program and to make Commencement Weekend a more meaningful and educational experience.

Fred Shepardson, chairman of the committee, said that the seniors had nothing against tradition, but that commencement had been the same thing over and over again each year. The ceremonies involved no thinking. The seniors simply got their degrees and went home.

Four proposals were presented in the referendum along with questions on procedural details and nominations for student and faculty Commencement speakers. Basically, the four proposals were:

1. To retain normal activities and follow the traditional schedule.

The rationale for this was that the Baccalaureate and Commencement ceremonies symbolized traditions of the academic world coming out of the Renaissance Period. Also, some students felt that their parents had supported them for four expensive years of college and it would be only fair to retain these ceremonies for their benefit.

2.) to hold a series of lectures, followed by small discussions, on Saturday and Sunday, to retain the Baccalaureate service (or a modification of it), but to abandon the Commencement ceremonies.

Many students feit the lectures and discussions to be a more meaningful mode of communication than the traditional ceremonies. The important exchange of ideas that would take place that weekend would symbolize a beginning of communication among seniors and others present, a "close of the generation gap," and would also represent "the continuation of the learning process."

The reason for the total exclusion of any traditional Commencement service was that the ceremonies would be detrimental to the communication they sought and would discourage a number of individuals who may have contributed in an educational manner not to attend.

3.) to conduct a series of seminars, discussions and informal luncheons on Saturday and Sunday, with modified Baccalaureate and Commencement Services as a culmination of the dialogues.

This proposal, voted for by an overwhelming majority of the senior class (86 out of the 114 that voted) would still stress the communication as in proposal two, yet the Commencement ceremonies would be held as a reaffirmation of the traditional concern of the college as an institution of learning.

4.) to abandon all Commencement Weekend activities to demonstrate the seriousness and sincerity of the students' efforts this week to parents, alumni and adults.

As for the procedurals details on the referendum, it was decided that there will be a Processional for the Commencement Service but not for the Baccalaureate Service.

Diplomas will be conferred en masse rather than individually this year. Most seniors felt it was rather inappropriate and unnecessarily time consuming to have each student go up and shake President Armstrong's hand individually.

One point of major discussion was whether the seniors should wear the traditional caps and gowns in the Graduation Ceremonies. The consensus was that each student should have the right to wear a cap and gown according to the dictates of his own conscience. Most seniors

Continued on page 7

Colman Hits Field House Gap, Wants New Facilities

BY JOHN BELL

Middlebury needs a new field house. That is the contention of Richard Colman, the Director of Athletics. "There is a need so intense, it can't be ignored," he emphasized in a recent Campus interview.

Colman estimates that the new facility will cost at least $2 million, though he notes that the plans are still in "the talking stage."

The present Memorial Field House, Colman said, is "frightfully overcrowded and overused."

During one Spring afternoon, he continued, the hockey, lacrosse, baseball, tennis, and basketball teams were all attempting to practice there. Vermont weather, Colman added, makes it necessary to spend 7 out of 9 months of the academic year indoors, thus affecting fall, winter and spring athletics.

Athletics at Middlebury, Colman maintained, have been overlooked in the recent expansion of building facilities. He went on to say that although the past years have seen the construction of the new dorms, the Johnson Building, the science center and the SDUs, the only addition to the Athletics department since the 1949 Field House has been the Brown Pool, completed in 1963.

Losing Good Athletes

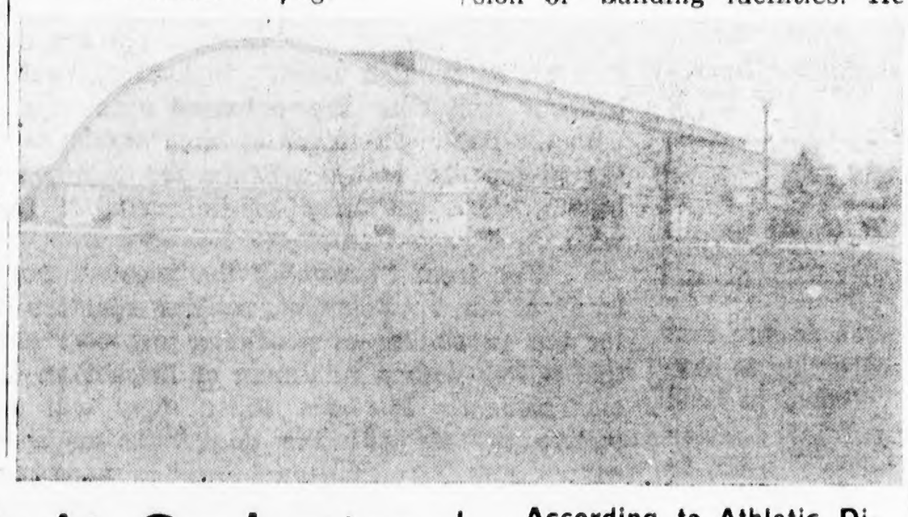
Other comparable New England colleges, he added, like Williams, St. Lawrence, Dartmouth, Bowdoin and Mills had all made $1- to $5-million dollar additions to their athletic facilities. As a result, "the top flight athletes go to other colleges with better facilities."

Predicting "a good chance" that a new field house will be built, Colman said he hopes to find the funds necessary for it from alumni in the up-coming 1971 capital funds drive. According to Colman, a new indoor facility, which could possibly be constructed for less than $2 million, might end up costing $4 to $5 million.

"Funds Will Be Found"

Professor Colman hinted that a new building would not necessarily have to be restricted to a field house. He cited the case of Mills College, which has just completed a $1.6 million "multiple use" center, which besides being an athletic facility, is also used for dance and other student activities.

When questioned on the relative priorities of the other academic departments which are also feeling the need for more funds, Colman said "If there is a real need for them, funds will be found." Pointing out the necessity of a balanced student body, both academically and athetically, he concluded that "it's time athletics got looked into."



According to Athletic Director Richard Colman, the Field House is "frightfully overcrowded and overused." Colman wants to spend at least $2 million on a new one.

Aiken To Speak At Graduation; Rep. Stafford Here Tonight

Senator George B. Aiken of Vermont, one of the ranking Republican Senators on Capitol Hill, will be the guest speaker at the 170th Middlebury College Commencement, Monday, June 1.

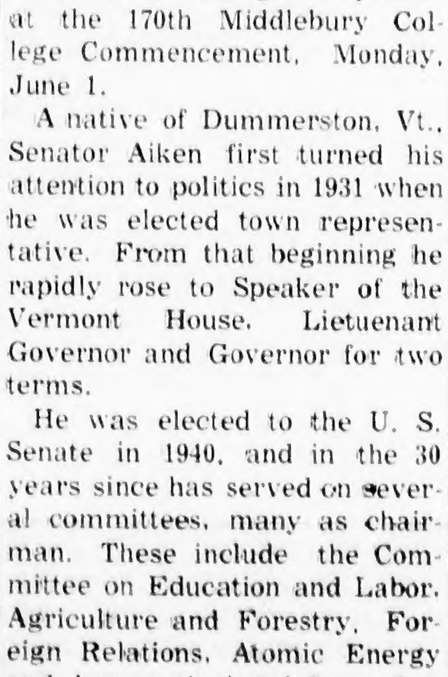
A native of Dummerston, Vt., Senator Aiken first turned his attention to politics in 1931 when he was elected town representative. From that beginning he rapidly rose to Speaker of the Vermont House. Lietuenant Governor and Governor for two terms.

He was elected to the U. S. Senate in 1940, and in the 30 years since has served on several committees, many as chairman. These include the Committee on Education and Labor, Agriculture and Forestry, Foreign Relations, Atomic Energy and Aeronoutical and Space Sciences.

Senator Aiken's major legislative interests include the proper conservation and utilization of natural resources, the protection of civil-liberties, end of the rights of minority groups, and international cooperation, for economic prosperity. Among others, he has sponsored the Federal Aid to Education Bill, Mental Health Act, Vocational Training Act and the G. I. Bill of Rights.

President Eisenhower appointed the Vermont Senator the U. S. Representative to the 15th Session of the General Assembly of the U. N. in 1960, and by President Kennedy as a member of the U. S. Delegation to Moscow for the signing of the Nuclear Test Ban Treaty. President Johnson appointed him to serve as Advisor to the U. S. Delegation attending the UN Outer Space Committee meeting in Geneva in 1966.

Among the many honors Senator Aiken has received are the Congressional Distinguished Service Award of the American Political Science Association and an award by the United Farmers of New England for his leadership, statesmanship and service to dairy farmers of the nation.



Senator Aiken

Stafford To Speak

Vermont Congressman Robert T. Stafford will speak tonight at 8 p.m. in Dana Auditorium.

Congressman Stafford is a 1935 graduate of Middlebury and has served on the College Board of Trustees. The Rutland native received an honorary LL.D. from Middlebury in 1960, and holds similar degrees from Boston University and Norwich University.

Faculty Drops Requirements

The faculty, at its May 14 meeting, approved the abolition of distributional requirements by a vote of 47-35. Submitted by the Educational Policy Committee, the proposal to abolish the requirements was supported by a SIC petition signed by over 800 students.

The faculty decision was made with the understanding that the EPC would propose a more effective system of course distribution next year.

Also passed at the faculty meeting was a new system for fulfilling the physical educaiton requirement. This program, to be instituted in the fall, requires a student to take two semesters of phys. ed. or demonstrate proficiency in three "lifetime" sports.

William Catton of the History department was elected to the Senior Faculty Council and Robert Hill of the English Department was chosen to serve on the Junior Faculty Council.

Five new Department Chairmen were named David Folger, Geology, Dennis O'Brien, Philosophy, Edward Mel Knox, French; Kimberly Sparks, Classics; and Philip Carruth, Mathematics.

Tributes were read to retiring faculty members John Kelly and Benjamin Wissler, and to retiring Dean of Women Elizabeth Kelly.

Tennis Closes Successful Season With Match Against Dartmouth

BY JOHN STEVENSON

With a final away match tomorrow against Dartmouth, the vrsaity tennis team has completed another successful season. In this the "home" year (only three away matches) the team has registered seven victories to only two defeats.

After an opening loss to Wesleyan during spring vacation, the team has scored well, through mighty efforts and occasionally not so strenous exertions. They downed UVM twice, Union, Clarkson, St. Lawrence, and RPI once, while nearly upsetting mighty Amherst.

As in the past two years, the team's success has been directly related to its balance and depth. When at full strength, the 4, 5 and 6 combination of Co-captain Jim Russell, Don Spaidel, and Nat Ayer are as good as any in N. E., with the probable exception of Harvard.

They have proved that consistant intelligent play, letting the opponent making the mistakes, is the most painless path to victory. The top three of John Stevenson, Goose Nichols, and Pete "Newt" Nestler, though more offensive minded, have also applied these tactics and have met with similar success.

After the 7-2 handling of Vermont up in Burlington, the Panthers returned on April 22 to the beautiful confines of their own arena to crush helpless Union 8-1. Typical of the high caliber of play was Newt Nibbler's lopsided 6-0, 6-1 romp over a guy named Kenny Groover.

Next came Amherst, and minus the Sven, the club almost pulled it off. (Another way John could have said this, "If I had or 2, will say, if he had been there we would have won . . .)

Playing first singles, Goose nearly upset one of N. E.'s finest, Mike Pelletier, losing 6-4, 8-6, while another exciting match was Spaidel's tough three set loss at No. 4. Tied at one set apiece, Don't pansy opponent incurred the wrath of Middlebury players as he cried to his aged coach for new balls and no break. The only player to break through Amherst's singles line-up was Nat Ayer, playing No. 5, and he sliced through his man 6-2, 6-2.

Vermont next fell for the second time 6-3, as Stevenson and Nestler combined for wins in both singles and doubles. Two days later, St. Lawrence met the same fate, when the Sven topped highly touted Kirkland Gates in three, and Spaidel

(Continued on Page 10)

Commencement Plans . . .

(Continued from Page 6)

feel, however, that the students who will not wear the caps and gowns will ruin it for those who do want to.

Fred Shepardson pointed out that, because of this, probably 80-90 percent of the students will end up not wearing caps and gowns, even though as it stands now, only about 60 percent are not planning to wear them.

The plans for the modified Commencement activities include both Alumni Weekend, May 28-31, as well as Commencement Weekend, May 30-June 1.

Panels of students, faculty and administrators discussing the strike, seminars, movies, poetry readings and perhaps a theater production have been planned for the period from May 29-31.

Fred Shepardson stressed the importance of the varied media for different approaches to create the communication and political awareness the seniors sought.

Mr. Clifford and Fred Shepardson have been elected by the senior class to speak at the Commencement exercises along with Senator Aiken. (see box)

The money saved by foregoing the more formal ceremonies (such as payment on the caps and gowns) will go to Y.O.U or the scholarship funds.

Seniors getting incompletes are asked to let the people on the Senior Commencement Committee know so that their names may be removed from the list of graduating seniors. Members of the Committee are: Fred Shepardson, Pat Young, Sue Porter, Tina Rogers, and Anne Lovell.

Beth Prasse and Sandy Daigneault have been elected to the Alumni Council.

Schedule for 1970 Reunion And Commencement Program

Opens

4:00 p. m. Bread Loaf Inn Opens

Friday, May 29th

2:00-10:00 p. m. Registration, Alumni House Lounge

6:30 p. m. Buffet Supper, Bread Loaf Inn

8:30 p. m. Alumni Seminar and Panel — The Strike, Bread Loaf Theater. Discussion by participating students.

Saturday, May 30th

8:30 a. m. to 12:30 p. m., Registration and Coffee Hour, Alumni House Lounge (student participation)

9:30 a. m. and 10:00 a. m., Tours of New Buildings, Meet at Alumni House Lounge

9:30 a. m. Alumni Council Meeting, Redfield Proctor Hall.

11:00 a. m. Four 15 minute talks to Alumni, by Faculty, Students and Administrators

12:15 p. m. Commencement Luncheon, Memorial Field House

2:15 p. m. Seminars, Discussions, Workshops

3:30-5:00 p. m. Reception in Honor of the Senior Class, The President's House, 3 South St.

6:30 p. m. Class Reunion Dinners

1910 and 1915 — Forest East

1920 — Le Chateau

1925 — Freeman Hall

1930 — Hamlin Hall

1935 — Brandon Inn

1940—North Forty (8:00 p.m.)

1945 — Bread Loaf

1950 — Cook Hall

1955 — Proctor Hall

1960 — Middlebury Inn

1965 — Snow Bowl (4:00 p.m.)

8:30 p. m. Movies, Poetry Reading

SUNDAY, May 31

10:45 a. m., Baccalaureate Service, Mead Memorial Chapel (Parents only, due to limited seating)

12:30 p. m. Phi Beta Kappa Dinner, Redfield Proctor Hall

2:30 p. m. Panel — Seminar "The Strike," Discussions

5:30 p. m. Senior-Parent Picnic

8:30 p. m. Movies, Poetry Reading

Monday, June 1st

10:00 a. m. Commencement Procession, Memorial Field House

10:05 a. m. Commencement Exercises, Memorial Field House

All Weekend

The Christian A. Johnson Memorial Building will exhibit the work of student artists in various media. The College facilities for golf and tennis will be available. There will be a roving professional photographer taking pictures.

On Strike . . .

Continued from page 8

stoppage tentatively planned for May 27.

UNDO, or the **Union for National Draft Opposition**, is also a new organization, which hopes to act as a national clearing house for information about individual draft resistance efforts. Middlebury has become the coordinating center for the 35 colleges and universities in Vermont, Maine and New Hampshire. Students active in UNDO hope to provide training in draft counseling and a draft counseling service. Nationally, the group is working to end the draft and organize further anti-draft activities such as a national draft card turn-in.

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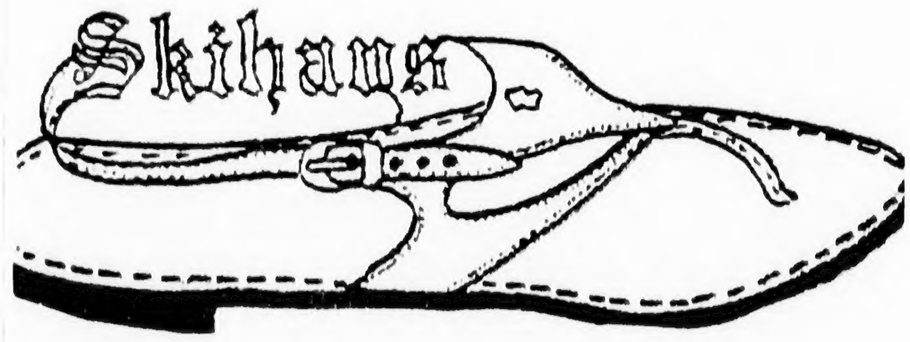

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Middlebury On Strike . . .

Continued from page 3

cil and Faculty with few changes, stated:

1. In a situation of crisis, the College Council of Middlebury College continues to affirm the importance of academic activities, and we at the same time encourage those students engaged in non-violent political and social action. We resolve to complete the academic year. We believe that arrangements should be made for those students who, as a matter of conscience, cannot complete their academic work within the existing schedule. The political and the academic are not incompatible.

2. The Middlebury College Council strongly endorses the current nationwide movement by affirming these national and local goals:

a. an end to the American military involvement in Southeast Asia

b. a reaffirmation of the Bill of Rights, an end to the repression of political dissent, and an end to the persecution of Black Panthers and other activists

c. a reexamination of universities' and colleges' relationship to the military

3. While affirming these general goals, the College Council endorses, according to individual conscience, the continuation of these and related activities:

a. improving our relationship with the town, hoping to create a community which unites all Middlebury

b. local canvassing for political candidates.

c. the extension of our educational function to inform the community on local and national issues

d. the Pause for Peace, initiated by Williams College, for which Middlebury has been named the Vermont headquarters

e. the Continuing Presence Lobby in Washington, initiated by Dartmouth College

f. Information on the Draft (Operation "UNDO"), for which Middlebury has been designated the Vermont clearing-house

g. the coordination of these and similar activities with other colleges and universities in Vermont and New England.

4. The College Council recommends that the faculty reschedule the calendar for 1970-71 to create a full week vacation in October in place of Thanksgiving vacation. This recess would allow students to participate in political activities before the November election.

As drawn up by the student-faculty group, the proposal was seen as an accommodation to the realities of the situation on campus. Large numbers of students favored a return to classes on Monday; it appeared that only by minority — the exact number was unknown — wanted the College to extend the five-day suspension of normal activities.

At least one student group—the BSMU — was on record as opposing any further disruption of the regular academic schedule. In a statement announcing their campaign to publicize the cause of the Black Panthers among students, faculty and alumni, the black students had argued that they could not afford any curtailment of their education at Middlebury.

The Faculty, it was known, was not likely to back further institutional support of the strike so student organizers concentrated on getting a College (i.e. Faculy and College Council) endorsement of what were roughly the goals of the national strike movement.

At a meeting Friday night, the College Council approved approved the ad hoc committee resolution and a recommendation from the Faculty Council concerning grading procedures for the rest of the semester. After further discussion by students and faculty members at three College Council-sponsored caucuses on Saturday morning, the resolution and the grading proposal were passed by the Faculty late rin the afternoon.

The grading proposal stated:

1. Students may request a grade of Incomplete in as many courses or grade units as they choose, upon presentation to the Dean's office of a card signed by the instructor. The instructor's signature, indicating neither approval nor disapproval, will simply indicate that the student has had the opportunity to discuss his request with his instructor. Incompletes must be made up prior to the end of Fall term 1970.

2. Students currently passing in a course may drop it without a failing grade, simply forfeiting the course credit.

3. Deadline for either of these actions will be Wednesday, May 20, 1970. Exceptions will be made by the Dean's Office.

4. The only other option will be withdrawal without prejudice. Application for for readmission will be made by the Dean's office.

5. The same provisions shall apply to seniors.

6. Departments with comprehensive examinations are urged to be as flexible as possible in the scheduling of those examinations.

Both the Faculty Council and the Faculty explicitly rejected the suggestion that some courses be graded on a pass-fail basis this semester and "any system for passing a student on the basis of his present standing in any given course."

On Sunday morning the student body at large was given the opportunity to vote on all sections of the final "strike" resolution approved by the Faculty.

Participation in this rubber-stamp referendum was not nearly as important as continuing student involvement in the various activities spawned by the strike.

One project, which achieved considerable success, involved bringing parents, alumni, and trustees to Middlebury for the weekend to participate in a round of workshops and discussions aimed at explaining the strike and student opposition to the war.

Letter-writing to congressmen is also continuing and efforts to end the war in Southeast Asia through legislative action are now focusing on an amendment to the military appropriations bill that would cut off further funds for military action in Southeast Asia.

Members of the strike committee have developed close ties with sympathetic students at Middlebury Union High School.

Last week several students and college faculty members spoke about the war at an assembly and in classes at MUHS.

In an attempt to repair relations between the town and the college, students have been urged to pursue personal contacts with townspeople rather than resume an organized, large-scale, door-to-door canvassing effort. Middlebury students, in small groups, have been meeting with local families in their homes to discuss the war and the strike.

Other strike committees are attempting to coordinate student political activity this summer in the various congressional campaigns involving anti-war candidates.

Three other major projects, organized on a national basis, are currently dividing the attention the strike activists, many of whom can now work full time by taking advantage of the grading and course arrangements made by the faculty.

The **Continuing Presence in Washigton** is a national lobbying program initiated by Dartmouth College. Its purpose is to establish and maintain a permanent anti-war lobby in the capital composed of members of the academic community.

The idea for the **National Pause for Peace** originated at Williams College and the **Pause for Peace** organization is currently calling for all war opponents to unite in a brief work

(Continued on Page 7)

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Strength & The Power Flow

By BILL HARRIS, Classics Department

Power flow on an overall national level may still be a bit problematical to our minds, but on the local level we usually have a fairly clear idea of how things sort themselves out. The immediate leaders in the community, the wielders of economic power, the "doers" when things are to be done — these stand out fairly clearly in our minds.

In fact, they usually are so clear as to make it unnecessary for us to examine the verity of our impressions. Let us for a moment reexamine our own immediate situation in Middlebury College, and see whether we understand what IS before we consider what CAN BE.

Guardians Of The Power Flow

Power is assumed by most of us in an academic community, faculty or student alike I suspect, as being a downward flow from a little seen and less understood group of Olympian personalities (some would say Stygian) called **trustees,** in whose hands all "serious" matters lie. By serious we mean first of all, financial, then important social issues. Many things can be decided without appeal to the trustees, harmless things like extended social rules, appointments, salaries, etc.

But the real things, such as decisions to build buildings, invest in new areas of study, or hold the image of the college in a certain mould, these things inevitably go back for the final word to the principals, the guardians; the trustees.

The administration is the narrow neck which guards the approaches, filters money down and some complaints up. Acting as the delegate for the authority of the trustees ("according to the authority vested in me . . . forms a part of every commencement exercise), the President and his delegates are the palpable holders of power, and presumably so long as their decisions reflect general consonance with the decision of those above, they have a certain amount of leeway, even whimsy, in their operational procedures.

Defeatism In Faculty

The faculty are paid employees, and although there is a theoretical statement which holds that the faculty are the college, no one, least of all faculty members, inclines to take this seriously. Faculty and other non-faculty employees are listed together in the directory, for years we had the same ID card, I can no more borrow a Skilsaw from the college than a college carpenter can borrow a dictaphone for the weekend, although we can both use the library. More to the point, ask a faculty member how he feels about his place in the college. I paraphrase a Professor in his upper fifties: "They can get rid of me any time they want . . . I have to watch out." Another in his thirties on the day of receiving his Associate Professorship: "Yes, I'm pleased, but I also got a lecture on what they disapprove of, and how as I'd better be careful. Oh, the big boys at Harvard and Yale, it's different there, but you know, we're disposible. They give you the promotion but take it out of the salary . . ."

To Be Liked, Be Like

Long years of holding a low image of one's self has engrained a certain defeatism in many faculty members, others identify thoroughly with the power flow, busy themselves with essentially non-teaching activities (Deanships, Chairmanships of committees, jobs involving student activities, etc.) and reconstitute their essentially subordinate position by re-identification and conformity.

More pointedly, it is felt valuable to be liked by the administration, and the best way is to be like the administration. I would note that those who are unlike do not prosper, here or in any second line institution; a few schools of exceptional note have preserved the independent part of the faculty's nature as basic to the idea of freedom, but most have followed the tenor of national directions in the past twenty years.

Student Tokenism, Faculty Browbeating

A few years ago Middlebury College allowed cars for junior and senior MEN only, required chapel twice a week, and as recently as six years ago refused outright to discuss the matter of men and women visiting in each others' dormitories.

At that point, the power order was clear: Students were beneath consultation except as a token peace gesture, faculty, who at that time had no tenure system at all, were so browbeaten that they failed to realize that they were waiting for directions hat in hand (with the exception of a few brave souls like Professors Healy, Bourcier, and Andrews who often stood alone), the administration itself seemed constrained invisibly by some unseen magnetism, and the Trustees were out of sight. A clear order, a neat power flow, a situation that most people would have felt was somehow rooted in the realities of the immediate world.

Power Flow Flown

But then something changed. We all know today that the students are to be consulted. You don't have to listen to them all the time, but you have to listen to them some of the time; and you have to consult with them continually. A school which doesn't, dies, or more specifically blows up. Berkeley . . . Columbia . . . This is old history, but still, unfortunately new theory. Just a minute, what actually happened? Well, the students got restless and showed that they expected to be included in academic and non-academic decisionmaking. . . . Yes, that's true, but what else? I suppose they got attention as existing, in fact being the whole reason for a school's being . . . Yes, that's true, but . . .

They didn't even upset the power st.ucture. They proved that the notion of the power structure we had was all wrong. They showed us that we were playing innercircle games which probably were intended to blind us to the fact that what we call the structure of power is in fact a shaky and temporary organization which has imploded into what is essentially a POWER DEFAULT. And how can we tell that this is true? Because the access of student power came overnight, in places where no battle had yet been waged, and was tactically accepted by all parties one year after Columbia.

Continued on page 9

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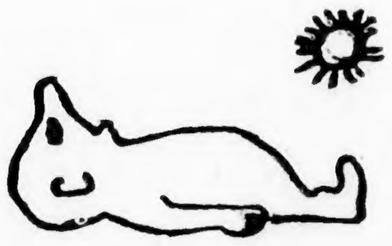

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Strength And The Power Flow . . .

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Namby - Pamby - Pushovers

This never happens when real power structures are threatened, witness the long slow battle to introduce the unions into old-style Capitalist America, the powerful battle of the AMA against all comers, the resistance of the big car producers to anti-trust legislation in the thirties, and to safety regulation in the sixties. No namby-pamby pushovers there! In Academia it was too easy, and I draw the inference that there was in existance all those years only a power holding structure, which existed only in face of a real POWER DEFAULT .The students broke one edge of this away, just one edge mind you, just a beginning.

Where are we today? With our image of an academic power structure with its invisibly top growth, and inexorable downward flow? Students are just experiencing the beginnings of a sense of their position and force, faculty members in most American colleges have hardly grasped the fact that they belong too, that they have a bigger role to play in the acacemic world of tomorrow.

Students Youth Dodge

Consider the alternatives. Let us forget the notion of power which I mentioned above, and reconsider the matter from scratch. The students are the largest group, and might from one point of view be expected to have the greatest power. We could say that they are too young, too unexperienced to handle great matters, but of course that is the old dodge.

Eighteen to twenty-two are adult in fact, grown up and out in the world. Furthermore, students bring in the money to the school, are the clients of a school, hence have financial value if threat is one of our considerations. I suspect it is not, because there are more students with more money elsewhere, so fee gets to be a standardized base, and if you can't jiggle it around, it is an unimportant static figure. So it is students' voices, just numbers talking after all.

Dupeable In Quagmire

Faculty are in a strange limboland Identified with the upper middle class, identifying themselves with the local "power" structure whatever that is, skeptical but dupeable, over titled but underprivileged, they represent a hopeless quagmire of desperate status quo, or on the other hand, they are ready for an unprecented new role! What could this role be? The faculty can be THOSE WHO RUN THE SCHOOL. No more no less. Far as this seems from psychological reality, it is no great stone's throw from the structural nature of things.

If students and faculty form a coalition of **information, purposes** and **action,** they will automatically and immediately become the inheritors of the power structure of a college. Nothing can be done without these two groups. No instruction can take place, no learning can be carried on, and without support of the student-faculty coalition (and perhaps this is most important) the outside world, through the eyes of the press, will have no impression that instruction is taking place or learning carried on. A school which does not do these things perishes.

Firm Coalition Need

Faced now with a struggle for survival, the default power holders can slash around violently for a while, fire some and eject others, and may hold a balance of uneasy power if the coalition fails or weakens. But if the coalition holds firm, it becomes apparent that a new order is called for, which could look something like this.

First the ghost of the trustees as invisible spirits afar is laid to rest. Trustees are drawn into the community as people with ideas and as people ready to hear ideas. This means much time on campus and free access to students and faculty throughout the year. Trusteeship is probably more than a three quarters time job. Trustees who cannot meet the demands of their new position resign, others are culled from the most comprehensive thinking groups in this country.

Administration For Paper And Publicity

Second the Administration finds its true role in simple administration, that is, the immediate handling of materials which must be done from day to day, the outside publicity work and the inside paper work. If they seem to be losing something important, fine; readjustment of power always means some losses to someone. Perhaps they will now have leisure to think of new concepts of efficiency, for themselves and for the community at large. Processing the new literature of yearly educational innovation would keep three deans busy as a full time job.

Faculty - Student Tools

Faculty and students are to be seen now as the power wielding forces within the school, and after the original harmony of coalition against a common enemy disappears in the afterglow of peace, they will begin to understand that they are short of ideas, real useable concepts (the old American disability which was masked over for so many generations), which they will have to develope. New tools? Yes, and new structures for evolving these new tools.

First of all understanding, the ability to **harmonize psychologically.** Without this all fails. Then an attempt once more toward DEMOCRACY pure and simple, with fifteen hundred students and a hundred and twenty teachers voting in a hall upon what they had discussed individually and in the Academic Senate before.

No Desperation

The Senate is to be understood as a conference place for the educational principals: Students and Teachers. There are no other principals, and no good thinking can be done until these get into close contact. Pre-requisite: Honesty, a high enough opinion of yourself to warrant great attention and no backing off, no cop out, a lot of talking uselessly until we learn that talk prepares for the silence of understanding. And we need a lot of other things, money, buildings, programs, the month of September set aside for conferring before we embark on each academic year.

Violence? Revolution? Completely unnecessary, I'm afraid. Everything has been prepared already, there is no desperate work to be done right now. Only firm work. I know this is much harder, it requires more of us But decide what you want, make up your minds to have the kind of thing you want now (or you will never have it later at any point in your lives), and GET IT. I suggest a first step and an easy one for all of us, is this:

Call a first meeting to the student faculty senate. When everyone who wants to come is there, we will begin talking, each will say his mind. It may take days, months, but no matter, when we have an understanding we will ratify that understanding and make that understanding into reality.

This is the only way I know for free men and women to take a hold of their fate. We Americans have forgotten this for a long time. I think that it is fitting for students and eachers o begin the great work, perhaps only because they have more intellectual mobility than many others in our world. This work must be done if important things are to survive, make no mistake, this is one and the same problem. A man who turns his hand to his immediate fate turns his hand to mankind's fate, and this alone can make civilization, spectacular as it is in other respects, a success.

Brandon Training School . . .

Continued from page 4

ditional staff even if the legislature approves a place for these teachers to conduct their classes. So in a word, money."

The generosity of state appropriations and the determination of financial priorities" depend on what is of interest to society," at any given time. From 1964 to 1969 there was great interest and sympathy on a federal level for the mentally retarded and the mentally ill. Funds were made readily available for the expansion of programs in these areas.

However, Mr. Handy foresees a change of public focus in the near future, probably to the issues of environmental development, crime control, and drug abuse. Although Brandon received much attention from Governor Davis and Lieutenant Governor Hayes earlier this year, and was granted funds for additional staff positions, "switching of the limelight" seems imminent:

"Right now," according to Mr. Handy, "society isn't really concerned about the retarded and the mentally ill, or maybe even about secondary and college education."

Although additional employee "slots" have been approved, and 135 Mental Retardation Aides positions are currently allowed, Brandon still must cope with a serious problem of a shortage of Aides. The "shifts" which must be taken in order to provide 24 hour supervision for residents, and the reality of the demands and limitations imposed by an institution of Brandon's nature, have contributed to this problem, which may be alleviated somewhat by a recent salary increase.

The work of an Aide in the dorms, where residents are grouped according to their sex, age, size and level of retardation, and in which the Aide-Resident ration may be one to 14 or even 1 to 20, is extremely demanding. The Aide is responsible for the welfare of those entrusted to her care, for the organization of dorm household-ing assignments, and the proper maintenance of facilities.

The atmosphere of the dorm itself, the mood of the residents and the creation of a positive, pleasant environment are all largely dependent upon the Aide's attitude towards her work and the quality of her relationship with her residents.

More Aides are needed at Brandon; more funds and facilities are required for the School's continued existence and expansion, and the fulfillment of its responsibility to its residents, if Brandon is to operate successfully as a state institution in an area in which, "some very wealthy private facilities do much more than we do, and do it quicker."

Tennis . . .

Continued from page 7

edged out child prodigy Brown "Burlington" Adsit is a real thriller. Also scoring for the Blue were dependable Nat Ayer and old pro Jim Russell.

Three days later, before a packed gallery of Allen girls, Clarkson became Pete Rapelye's first shut out in his coaching debat, as a mere 13 games were allowed in the six singles matches. Most recently, in fact only two hours following the typing of this article on Wednesday (typed by me of course, not John), St. Michael's came into Middlebury town fresh off a resounding 8-1 victory over Castleton State, and was undoubtedly slaughtered, with the score probably 9-0, probably **only because this article was written on Tuesday.**

The Bloodbath Theory . . .

Continued from page 4

Finally, since Mr. Nixon's staff is perfectly capable of pointing out an untruth no President should wish to assert, his insistence on the bloodbath seems to stem from something stronger than evidence. It is as though he wills it to be true, even though it isn't, both to justify the war and his policy, and to confirm the anti-communism on which rests so much of his public life. Believing, perhaps, has made it so.

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